

EMPOWERING LEADERSHIP AND JOB CRAFTING: THE MODERATING ROLE
OF REGULATORY PROFILES

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Abstract

Purpose – The purpose of this paper is to investigate the independent and joint effects of regulatory focus (promotion and prevention) on the relationship between empowering leadership and job crafting.

Methodology – An online survey was completed by 145 white collar employees from seven knowledge-intensive organisations. In addition to the main effects, two- and three-way interactions were conducted to test hypotheses.

Results - Findings from this study showed that each of the regulatory profiles relate differently to each dimension of job crafting, based on the availability of empowering leadership, and that empowering leadership is especially beneficial to individuals with high promotion and prevention foci, stimulating crafting behaviours aimed at increasing scope of responsibilities and decreasing of stressful interpersonal connections. Moreover, individuals with a high promotion-high prevention profile display susceptibility to resource availability in relation to behaviours aimed at increasing work complexity and scope of responsibilities.

Discussion/Practical Implications – The development and demonstration of employee job crafting are contingent not only on the provision of resources, but also on psychological processes, particularly with respect to regulatory focus. Organisations will encourage and develop job crafting behaviour to the extent that they provide workplace resources and stimulate both promotion and prevention perspectives on resource utilisation.

Theoretical Contributions - This study adds to limited research examining the interaction between promotion and prevention, and to assess the role of regulatory foci profiles in workplace factors.

Introduction

Much research over the past decades has consistently shown the importance of work design on a range of individual, group, and organisational outcomes, including organisational commitment, engagement, and job satisfaction (Humphrey, Nahrgang, & Morgeson, 2007; Morgeson & Humphrey, 2006). Work can be designed and performed in a number of ways. Early scholarship viewed job design as a top-down, organisation-led process, and focused on examining employee attitudes and motivation toward job design features (Hackman & Oldham, 1975). Recently, organisations are increasingly acknowledging that proactivity and creativity are key to innovation and financial performance (Sacramento, Fay, & West, 2013), and as a result they expect employees to demonstrate proactive behaviours, including self-directed changes to job design (Erdogan & Bauer, 2005). Proactive individuals identify opportunities and act quickly on them, show initiative and seek out challenges, define their roles broadly, and consistently redefine their roles to include new goals and tasks (Belschak & Den Hartog, 2010; Berg, Wrzeniewski, & Dutton, 2010). Hence, contemporary research has shifted its focus from the impact of organisation-led job design on employee outcomes, toward the examination of the role that employees play in determining the task, social, and cognitive boundaries of their work (Wrzeniewski & Dutton, 2001).

Job crafting is a concept that emerged in response to calls for a pivotal switch in job redesign theory. Job crafting occurs when employees independently and proactively reshape and develop aspects of their jobs to create better fit between job characteristics and their own needs, skills, and preferences (Tims & Bakker, 2010; Wrzeniewski & Dutton, 2001). Through job crafting, employees can adapt their jobs in ways that improve job satisfaction and resilience, as well as make valuable contributions to the workplace (Tims & Bakker, 2010; Wrzeniewski &

Dutton, 2001). The proactive job changes made by employees are usually focused on resolving common or emerging organizational problems. This positions job crafting as an attractive and promising alternative to traditional job design approaches in times of dynamic organizational change (Rudolph, Katz, Lavigne, & Zacher, 2017).

It is expected that workers will engage in job crafting when they perceive that the organisation provides sufficient resources and support to these proactive workplace behaviours. Importantly, recent evidence suggests that whether and how employees use workplace resources is contingent on individual perceptions of resource availability and valence (Lanaj, Chang, & Johnson, 2012; Rudolph et al., 2017). This suggests that the mere provision of resources may not be sufficient to elicit favourable employee outcomes, including job crafting. Hence, scholars have recently called for studies that investigate the impact of psychological mechanisms on the extent to which employees acknowledge and utilise job resources toward job crafting (Chen, Wen, & Ye, 2017; Kuntz et al., 2017).

The aim of the present study is twofold. First, it explores the relationship between a key resource believed to foster support proactive workplace behaviours (i.e., empowering leadership) and job crafting. Second, in light of previous research indicating that regulatory focus represents an important psychological mechanism that determines whether and to what extent employees utilise workplace resources, the study will also examine the moderating role of regulatory profiles (promotion and prevention foci) on the association between empowering leadership and job crafting.

Job Crafting

Until recently, research has traditionally examined top-down job design and managerial practices as influencers of key employee outcomes such as performance and job satisfaction (Hackman &

Oldham, 1975, 1980). Research on motivational aspects of work has since paid homage to the suggestion that employees are often motivated to customize their jobs in ways that fit both their own needs and the organisation's (Kulik, Oldham, & Hackman, 1987). These proactive changes may then become accepted by management as important and expected contributions to the organisation (Kulik et al., 1987). Employees making changes to job characteristics on their own initiative represents the defining feature of job crafting and distinguishes it from other bottom-up redesign approaches such as idiosyncratic deals, in which employees negotiate with their employer about their work conditions (Tims, Bakker, & Derks, 2012).

Formally, job crafting is said to reflect work modifications pertaining to three distinct categories: job tasks (task crafting), job relationships (relational crafting), and the meaning of the job (cognitive crafting) (Tims & Bakker, 2010; Wrzeniewski & Dutton, 2001). Firstly, task crafting refers to employees altering the set of tasks and responsibilities prescribed by their formal job description, by increasing or decreasing task amount, altering the scope of tasks, or altering resource allocation across tasks (i.e. time, energy, and attention) (Wrzeniewski & Dutton, 2001). An example of this may be employees asking for extra tasks at work that require the utilisation of new and more complex skills (Tims, Bakker, & Derks, 2013). Secondly, relational crafting involves altering when, how, and with whom employees interact with in the execution of their job responsibilities (Wrzeniewski & Dutton, 2001). For example, an employee might make a point of regularly meeting with a colleague that they view as holding unique expertise and other important resources, or seeking a mentor (Tims et al., 2013).

Finally, cognitive crafting refers to employees making psychological changes to their perceptions of their jobs, for instance, altering their perceptions of the worth and meaning they ascribe to job tasks and social interactions (Wrzeniewski & Dutton, 2001). Here, individuals

redefine their job as meaningful, and view it has having the potential to have a positive impact on others (Berg et al., 2013; Wrzeniewski & Dutton, 2001). A good example of cognitive crafting is when an employee reframes an otherwise monotonous task as being critical to ensure organisational success or as having a positive societal impact (Tims et al., 2013). It is proposed that cognitive crafting can give rise to task and relational crafting through increased reflection about core aspects of the job, and how it could be improved, thereby leading to behavioural changes (Berg et al., 2010). This also provides initial evidence that the three types of job crafting may occur in different domains, but do not operate in isolation and are interdependent (Berg et al., 2010).

Tims and Bakker (2010) positioned job crafting as a theoretically valuable mechanism connecting work environment characteristics to work outcomes based on the Job Demands-Resources (JD-R) model. The JD-R model posits two broad categories of working conditions: job demands and job resources. Job demands are the physical, psychological, social, or organisational aspects of a job that require sustained physical and/or psychological skills or effort, therefore involving physiological and/or psychological costs (Demerouti et al., 2001; Schaufeli & Bakker, 2004). Examples of job demands include high workload, emotionally taxing interactions with clients and customers, and tight deadlines to complete tasks.

Job resources constitute physical, psychological, social, or organisational characteristics that reduce job demands and/or their associated physiological and psychological costs. Job resources stimulate personal growth, learning, and development, and contribute to the achievement of work goals while ensuring employee motivation and wellbeing (Bakker & Demerouti, 2007; Bakker et al., 2007; Schaufeli & Bakker 2004). Specifically, resources such as autonomy, social

support, development opportunities, and performance feedback have all been associated with higher levels of work engagement, job satisfaction, and lower levels of burnout (Tims et al., 2013).

JD-R theory posits two different underlying psychological processes, or pathways, that result either in job strain or in work motivation and increased wellbeing (Bakker & Demerouti, 2007). The first pathway illustrates the process whereby job demands lead to a gradual reduction of physical and mental energy reserves, eventually resulting in energy depletion and other negative wellbeing outcomes such as fatigue, burnout, and ill psychological health (Demerouti et al., 2001; Jackson & Rothmann, 2006). The second pathway is motivational, where job resources are perceived as available, valuable and increase the willingness to expend effort (Bakker & Demerouti, 2007). This eventually leads to higher levels of positive outcomes, such as work engagement, commitment, job satisfaction, and organisational citizenship behaviours (Bakker & Demerouti, 2007).

In addition to the main effects of job demands and resources, the studies on interaction effects between job demands and resources have shed light on the ability for job resources to buffer against the negative effect of job demands on employee outcomes, and, conversely for high job demands coupled with low job resources to predict core dimensions of burnout (Bakker, Demerouti, & Euwema, 2005; Bakker et al., 2007). These associations suggest that job demands may not necessarily result in high levels of negative wellbeing outcomes if employees also experience the availability of job resources such as autonomy, feedback, and supervisor support. Moreover, a modicum of job demands are in fact desirable if the appropriate resources are in place (Bakker et al., 2005; Bakker et al., 2007). For example, low levels of challenging job demands may be viewed as under-stimulating, leading to absenteeism and decreased job satisfaction due to boredom. The availability of motivating job resources allows employees to deal with stressors and

even view them as stimulating job features, thus stimulating them to seek further opportunities to make their job more challenging.

Based on this rationale, Tims et al (2012) operationalized job crafting not only as self-directed efforts to increase job resources and decrease hindering job demands, but also as behaviours aimed at increasing challenging job demands (Tims et al., 2012). Regarding the latter, job crafting behaviours include actively seeking challenging assignments at work (i.e., increasing challenging job demands) (Van Wingerden et al., 2017). On the other hand, JD-R theory asserts that when employees perceive an imbalance of job demands and job resources, they will be motivated to change elements of a job to rectify this imbalance. Hence, job crafting also involves decreasing hindering job demands, for instance by reducing workload to address work-family conflict (Tims et al., 2012). Overall, there is a reciprocal relationship between job crafting and resources and demands, whereby job crafting aims to grow the former while managing or minimising the latter, and in turn it is only feasible in organisational environments that enable job crafting behaviours.

Job Crafting Dimensions

The five job crafting dimensions explored in the present study, identified by Nielsen and Abilgaard (2012), include increasing challenging job demands, increasing quantitative demands, decreasing hindrance job demands, increasing social job resources, and decreasing social job demands. Definitions and examples of each dimension are shown in Table 1.

Table 1. Summary of job crafting dimensions, definitions, and examples

Dimension	Definition	Examples
Increasing Challenging Job Demands	Engaging in new tasks aimed at making job more challenging	<i>Examples:</i> <ul style="list-style-type: none"> • Testing new work methods • Becoming involved in new projects.
Increasing Quantitative Job Demands	Active attempt(s) to create more work for one's self by doing more of the same tasks	<i>Examples:</i> <ul style="list-style-type: none"> • Regularly working more hours than required for no additional salary • Offering help to colleagues.
Increasing Social Job Resources	Proactively increasing emotional and interpersonal conflict demands	<i>Examples:</i> <ul style="list-style-type: none"> • Seeking feedback from supervisors. • Seeking feedback from co-workers.
Decreasing Social Job Demands	Proactively decreasing emotional and interpersonal conflict demands	<i>Examples:</i> <ul style="list-style-type: none"> • Minimising contact with people beyond what is necessary.
Decreasing Hindering Job Demands	Minimising aspects of job that are physically, cognitively or emotionally demanding	<i>Examples:</i> <ul style="list-style-type: none"> • Workload reduction • Reducing work-family conflict.

Job crafting describes employees' self-initiated actions to customize their work environment. Importantly, crafting behaviours are largely dependent upon whether employees perceive they have the necessary resources and support to engage in them (Wrzeniewski & Dutton, 2001). In practice, the mere provision of formal autonomy may be insufficient for ensuring employees feel they can craft their jobs (Berg et al., 2013; Van Wingerden & Niks, 2017). To illustrate, even individuals with a great deal of autonomy can feel constrained and view their job tasks and relational features as rigid and fixed (Berg, Dutton, & Wrzeniewski, 2013). The next

section discusses empowering leadership as an important work resource which may support and guide job crafting behaviours.

Empowering Leadership and Job Crafting

Organisational support and job characteristics such as opportunities for development and feedback are key factors underpinning employee perceptions of whether they can engage in job crafting and how (Van Wingerden & Niks, 2017). Organisations who promote job crafting are able to secure and develop resources for their employees and highlight how these resources can be utilised towards personal and organisational advancement, while also decreasing hindering job demands (Petrou et al., 2016). The enactment of job crafting behaviours serves as a behavioural indicator of the extent to which organisations support and clarify the benefits of resource utilisation and development (Van Woerkom et al., 2016). The present study examines empowering leadership as the resource of interest in relation to job crafting. This variable was selected given the significant role that leaders play in the social context of work, their impact on increasing or decreasing employee motivation to behave proactively, and their ability to provide employees with autonomy and resources (Tims & Bakker, 2010; Zhang & Zhou, 2014).

Empowering Leadership

Consistent with JD-R theory, the literature suggests that the availability of specific job resources enables job crafting by supporting the development of new skills, the achievement of work goals and tasks, and by providing the tools necessary for employees to cope with job demands (Bakker et al., 2007; Tims et al., 2014). Empowering leadership is conceptualized as the extent to which managers engage in coaching behaviours and involve employees in decision making (Amundsen & Martinsen, 2014; Zhang & Zhou, 2014). Empowering leadership theory emphasises the benefits of increasing employee autonomy, decision-making discretion, and fostering

initiative. These benefits include increased empowerment, proactive behaviours, and motivation and meaning at work (Ahearne, Mathieu, & Rapp, 2005; Zhang & Bartol, 2010). Researchers have highlighted empowering leadership to contribute positively to psychological empowerment, whereby employees feel personal control, competence and ownership over work outcomes (Zhang & Bartol, 2010). Here, it is assumed that empowered employees are better able to expand social networks and develop capabilities, leading to increased effectiveness in decision making and the ability to meet targets. Empowering leadership behaviours provide employees with a sense of autonomy, which in turn increases their ability to make decisions about how they do their job. Furthermore, research has also suggested empowering leader behaviours positively influence the meaningfulness of work by improving employee understanding of how their work behaviours contribute to the wider results of the organisation (Zhang & Bartol., 2010).

The provision of an empowering work environment by managers is expected to have a positive impact on multiple dimensions of job crafting behaviours. For instance, coaching provides employees with resources to become self-reliant, helps them discern meaning in work, and encourages expansion of social networks through the development of feedback seeking and knowledge sharing behaviours (Amundsen & Martinsen, 2014; Arnold, Arad, Rhoades, & Drasgow, 2000). Therefore, coaching may constitute a workplace resource that encourages employees to enact job crafting behaviours directed at making their jobs more challenging, increasing the quantitative demands of their work, and increasing their breadth of work-related social networks (Arnold et al., 2000).

In addition to coaching, the provision of opportunities to participate in decision-making may encourage proactivity and allow employees the freedom to reflect on and make suggestions toward further resource acquisition and development. It is therefore expected that the opportunity

to participate in decision-making will positively affect dimensions of job crafting that pertain to increasing valuable job resources. For example, requesting to be involved in new projects renders the job more challenging, and may increase the number of tasks to perform. Further, being involved in decision-making that concerns multiple stakeholder groups contributes to growing social networks, which represent an important source of knowledge and support at work.

On the other hand, traditional views on empowering leadership theory overlook the possibility that employees have unique needs and motivations that shape their preferences for workplace resources, even to the extent of preference for leadership behaviours. In fact, scholars have argued that high levels of autonomy can increase the amount of work expected from employees, leading to work overload (Jensen, Patel, & Messersmith, 2013). In addition, some employees may perceive decision-making discretion, especially decisions of high importance that affect multiple stakeholder groups, as burdensome and straining (Cheong, Spain, Yammarino, & Yun, 2016). Thus, this burdening effect of empowering leader behaviours may prompt proactive behaviours directed at reducing demands. It is therefore expected that being provided with high levels of decision-making latitude will positively affect dimensions of job crafting that pertain to reducing hindering demands and conserving threatened resources. Hence, the present study hypothesizes positive associations between empowering leadership (i.e., coaching and involvement in decision-making) and job crafting:

H_{1a}: Coaching will be positively associated with job crafting dimensions associated with increasing resources and demands (i.e., increasing challenging job demands, increasing quantitative demands, and increasing social resources).

H_{1b}: Involvement in decision making will be positively associated with job crafting (i.e., increasing challenging job demands, increasing quantitative demands, increasing social resources, decreasing social demands, and decreasing hindering job demands).

Empowering leadership and job crafting: The moderating role of regulatory focus

While the direct link between workplace resources and job crafting behaviours appears to be best operationalized through JD-R theory, Conservation of Resources theory (COR) may offer unique insights into how intrapersonal factors influence individual views about resources and their utilisation (Higgins & Cornwell, 2016). COR theory holds the basic tenet that humans are motivated to acquire new resources and protect current resources (Halbesleben, Neveu, Paustian-Underdahl, & Westman, 2014). One of the assumptions of COR theory is that resources gain saliency in the context of resource loss. For instance, the importance of a given resource and perceptions of its availability may become particularly evident when employees perceive it as scarce (Hobfoll, 2002; Hagger, 2015). Halbesleben et al., (2014) define resources in the context of COR theory as anything that an individual perceives to help attain their goals and only consider them as holding value only to the extent of perceived goal attainment. The question of how individuals determine the value of resources becomes critically important upon consideration that a generally valuable resource may not hold value for an individual in a specific context (Winkel, Wyland, Shaffer, & Clason, 2011). An idiographic approach to resource value provides an integration of regulatory focus into COR theory by positing that individuals, based on their regulatory profile, will differ in their willingness to invest current resources to acquire new resources. For example, the extent to which an individual is risk averse in investing their current resources is likely to influence resource value (Halbesleben et al., 2014). COR theory highlights the critical role of organisations in signalling how available resources contribute to goal

attainment, impacting individual effort towards acquisition and conservation of specific resources (Halbesleben et al., 2014). In sum, an idiographic approach to COR theory emphasises the need for understanding of not only the psychological and contextual mechanisms that drive resource acquisition and conservation, but of the behaviours that reflect resource availability and utilisation strategies.

Regulatory Focus Theory proposes that individuals differ in their orientation towards resources and resource utilisation strategies (Brenninkmeijer, Demerouti, le Blanc, & van Emmerik, 2010; Higgins, 2005). Individuals characterised as promotion-focused adopt more eager task strategies (Beersma, Homan, Van Kleef, & De Dreu, 2013). Eager task strategies reflect emphasis on personal advancement, maximization of positive outcomes, and changing norms if that allows individuals to achieve outcomes aligned with their ideals and needs (Beersma et al., 2013; Kuntz et al., 2017). In contrast, prevention-focused individuals tend to employ vigilant task strategies. Specifically, they seek to minimise negative outcomes and concentrate more on fulfilling responsibilities and maintaining the status quo (Beersma et al., 2013; Kuntz et al., 2017). Until recently, research has largely viewed regulatory foci to be trait-like and mutually exclusive, where individuals are characterised as having either a promotion or a prevention focus. However, recent research has posited regulatory foci to be dispositional in nature, but also context-responsive, therefore susceptible to change (Wallace, Butts, Johnson, Stevens, & Smith, 2016; Zhou, Wang, Song, & Wu, 2017). In work contexts, the implication is that exposure to certain situational cues (e.g. leader behaviours, organisational climate) may shape the regulatory focus that an employee adopts while at work and their subsequent work behaviours (Lanaj et al., 2012; Wallace et al., 2016). For example, an employee disposed towards a promotion focus may adopt a prevention stance in response to increased organisation emphasis on accuracy and quality. On

the other hand, an employee disposed towards a prevention focus may adopt a promotion stance (involving a certain degree of risk) when they perceive that a significant organisational change is needed.

Promotion Focus

Promotion-focused individuals seek opportunities for growth and development with the aim of achieving positive outcomes (Brenninkmeijer et al., 2010). Promotion focus represents a proactive approach to resource generation and utilisation, which is a core aspect of job crafting. Examples include approaching managers for feedback and support, and capitalising on new opportunities for learning. Individuals with a strong promotion focus tend to view job resources as opportunities for contribution to their growth and development, thus suggesting the likelihood of these individuals to be particularly responsive to change and development-orientated resources (Brenninkmeijer et al., 2010). Due to its relevance in performance domains, the moderating role of promotion focus on the relationship between job resources and work outcomes has received considerable research interest (Bakker et al., 2007). Regulatory focus is believed to shape how individuals view workplace resources in terms of their utility and valence (Petrou & Demerouti, 2015). The extant leadership research has shown that since promotion-focused individuals seek to actualize their ‘ideal’ selves through accomplishment and goal achievement, it is likely that they will view leadership approaches that emphasise learning, development and job autonomy as a resource for utilisation and expansion of workplace networks, task mastery and complexity (Kark & Van Dijk, 2007). Consistent with COR theory, it is therefore expected that promotion focus will positively influence the relationship between empowering leader behaviours and job crafting. In the context of job crafting, a promotion focus may prompt individuals who experience empowering leadership to proactively seek frequent feedback (increase social job resources), seek out new projects

(increase challenging job demands), or offering help to colleagues (increasing quantitative job demands).

H_{2a} – Promotion focus will be positively associated with increasing challenging demands, increasing quantitative demands, and increasing social demands.

H_{2b} – Promotion focus will moderate the relationship between perceptions of coaching behaviours and job crafting (seeking additional challenging demands, increasing quantitative demands, and increasing social resources), in that the relationship will be stronger for participants with high levels of promotion focus.

H_{2c} – Promotion focus will moderate the relationship between perceptions of participation in decision making and job crafting (seeking additional challenging demands, increasing quantitative demands, and increasing social resources), in that the relationship will be stronger for participants with high levels of promotion focus.

Prevention Focus

Employees with a prevention focus tend to display greater awareness of, and ability to anticipate, potential negative outcomes at work. As a result, they concentrate more on fulfilling responsibilities and maintaining the status quo rather than on taking up opportunities to engage with change (Beersma, Homan, Van Kleef, & De Dreu, 2013). Consistent with COR theory's tenet of resource loss, prevention focus drives behaviours that aim to avoid resource loss and conserve current resources (Halbesleben, Neveu, Paustian-Underdahl, & Westman, 2014). With respect to job crafting, prevention focus may prompt behaviours aimed at restoring the status quo (e.g., decreasing hindering job demands) and the utilisation and safeguard of already existing social

networks (i.e., decreasing social job demands) (Petrou & Demerouti, 2015). Similar to promotion focus, there is currently little empirical evidence linking prevention focus and workplace outcomes.

Consistent with the resource investment tenet of COR theory, prevention focus may discourage risky behaviours on principle (Higgins & Cornwell, 2016). However, the motivation to invest in workplace resources to avoid resource loss may prompt prevention-focused individuals to engage in risk-taking behaviours if the context signals that this will lead to conservation of resources (Higgins & Cornwell, 2016). With respect to job crafting, it is expected that prevention-focused individuals will engage in behaviours targeted at decreasing hindering job demands (e.g. organizing work to minimise stress) and decreasing social job demands (e.g. managing work to minimise contact with others) (Petrou & Demerouti, 2015).

H_{3a} – Prevention focus will be positively associated with reducing hindering job demands and social demands.

H_{3b} – Prevention focus will moderate the relationship between coaching and reducing hindering job demands and social demands, in that the relationship will be stronger for participants with high levels of prevention focus.

H_{3c} – Prevention focus will moderate the relationship between perceptions of participation in decision making and reducing hindering job demands and social demands, in that the relationship will be stronger for participants with high levels of prevention focus.

The complex dynamics of the relationship between regulatory foci and job crafting have been highlighted thus far in this paper, along with the potential for regulatory foci to account for the

views employees have on available resources. In addition to its context-responsive nature, recent research suggests that regulatory focus is best understood in relation to regulatory profiles, rejecting the premise that prevention and promotion foci are mutually-exclusive. Recent research suggests that individuals may show both high and low levels of promotion and prevention foci, or high levels of one and low levels of the other (Higgins & Cornwell, 2016), and offers preliminary evidence for the joint effect of promotion and prevention foci on the relationship between job resources and proactive workplace behaviours (Kuntz, Connell, & Naswall, 2017). For instance, reasons to actively seek or use feedback can be linked to both promotion focus (feedback stimulating learning and development, presenting as a route to achievement of “ideal self”) and prevention focus (feedback allowing individuals to assess own performance in comparison to set targets, allowing for alignment between “actual self” and “ought self”). COR theory highlights the motivational underpinnings that illustrate how promotion and prevention foci may co-occur, and positively contribute to job crafting. COR theory asserts that individuals are generally motivated to invest in maintenance or expansion of available workplace resources to minimise resource loss, consistent with prevention focus. However, this stance does not necessarily inhibit proactive behaviours directed towards the generation of new resources, a stance typically ascribed to promotion focus. It is possible that behaviours directed at both the acquisition of new resources and conservation of existing resources may co-occur, and that when empowering leadership is perceived as available, employees will exhibit higher levels of job crafting behaviours when they also show high levels of both promotion and prevention focus.

H_{4a} - Higher levels of job crafting will result from the three-way interaction between high levels of coaching behaviours, high promotion focus, and high prevention focus. Conversely, lower

levels of job crafting will arise from the three-way interaction between low levels of coaching behaviours, low promotion focus, and high prevention focus.

H_{4b} Higher levels of increasing challenging and quantitative job demands and increasing social resources will result from the three-way interaction between high levels of coaching behaviours, high promotion focus, and low prevention focus.

H_{5a} Higher levels of all five job crafting dimensions will result from the three-way interaction between high levels of participation in decision making, high promotion focus, and high prevention focus. Conversely, lower levels of all five job crafting dimensions will be displayed from the three-way interaction between low levels of participation in decision making, low promotion focus, and high prevention focus.

H_{5b} – Higher levels of job crafting will result from the three-way interaction between high levels of participation in decision making, high promotion focus, and low prevention focus. Conversely, lower levels of job crafting will arise from the three-way interaction between low levels of participation in decision making, low promotion focus, and high prevention focus.

Method

Participants

A total of 467 white collar employees from five medium-sized and two small-sized knowledge-intensive organisations in New Zealand were invited to participate in an anonymous online survey. Employees were required to be full-time and have the freedom to change aspects of their job. Of these employees, 192 returned surveys with 145 fully completed, for a 31% response rate. 65 responses were gathered from the first organisation (research institute), 38 from the second

organisation (research institute), 22 from the third organisation (research institute) 9 from the fourth organisation (technology), 6 from the fifth organisation (engineering), 5 from the sixth organisation (technology), and 5 from the seventh organisation (product manufacturing). The sample consisted of 93 females and 52 males, with total sample job tenure averaging 8.03 years. A representative of each organisation was asked to distribute the survey link to employees, who were invited to complete it during business hours.

Materials and Measures

Empowering Leadership

Seventeen items measuring two dimensions of the Empowering Leadership Questionnaire (Arnold, Arad, Rhoades, & Drasgow, 2000) were used to assess participants' perceptions of the extent to which their managers exhibit empowering behaviours: 6 items assessed the extent to which managers encourage participative decision making ($\alpha = .92$). A sample item includes "my manager encourages work group members to express ideas/suggestions". 11 items assessed to which managers exhibit coaching behaviours ($\alpha = .93$). A sample item includes "my manager teaches work group members how to solve problems on their own". Responses were rated on a Likert scale from "never" (1) to "always" (5).

Regulatory Focus

The 18-Item Work Regulatory Focus Scale (Neubert, Kacmar, Carlson, Chonko, & Roberts, 2008) was used to assess participants' promotion ($\alpha = .81$) and prevention ($\alpha = .83$) foci. A sample promotion item includes "I tend to take risks at work in order to achieve success". A sample prevention item includes "I focus my attention on avoiding failure at work". Responses were rated on a Likert scale from "strongly disagree" (1) to "strongly agree" (5).

Job Crafting

The 15-Item Job Crafting Questionnaire (Nielsen & Simonsen Abildgaard, 2012) was used to measure the extent to which participants alter the job content, or relations with others at work. Scale dimensions assessed the extent to which participants increase the challenging demands of their job ($\alpha = .85$), increase social job resources ($\alpha = .75$), increase quantitative job demands ($\alpha = .74$), decrease social job demands ($\alpha = .76$), and decrease hindering job demands ($\alpha = .68$). A sample item for increasing challenging job demands includes “I regularly take on extra tasks even though I do not receive extra salary for them”. A sample item for increasing social job resources includes “I ask for feedback on my performance from colleagues”. A sample item for increasing quantitative job demands includes “When there isn’t much to do I offer my help to colleagues”. A sample item for decreasing social job demands includes “I manage my work so that I get as little contact as possible with my colleagues whose problems affect me emotionally”. A sample item for decreasing hindering job demands includes “I ensure that my work is the least burdening/straining”. Participants stated the frequency with which they engaged with the behaviours, from “never” (1) to “very often” (5).

Procedure

Thirty-one knowledge-intensive companies were contacted (via email) with an introductory letter inviting their employees to participate in the study. This letter provided the organisation with the study’s rationale, purpose, a description of the role that representatives of organisations would be asked to fill in terms of inviting participants, expected time commitment for survey completion, and privacy protection information. The letter also stated the opportunity for organisations to add their own items into the survey should they have wished to. The letter was followed via either telephone or further email contact to determine willingness of organisations to assist in the research project. A total of 6 organisations agreed to participate in the study. Of the 25 organisations who

did not agree to participate, 18 did not return contact, three stated end-of-financial year commitments to not allow their participation, and four stated that they already run their own surveys throughout the year and did not want to risk fatiguing their employees.

Organisations willing to participate in the study were asked to distribute survey information via staff email addresses to all employees who met the inclusion criteria. Survey information included the following materials: an information and consent sheet explaining the purpose of the study, expected time commitment for survey completion, how privacy would be protected, and how the proceeding to complete the questionnaire following reading of the information sheet constituted giving consent. In addition, opportunity was offered for participants to provide their email addresses in a separate browser window to be in the draw to win a small incentive. Responses for 6 of the organisations were gathered over one period of three-weeks, with the remaining organisation's responses gathered over a separate three-week period. One reminder email was sent to all potential participants from each organisation again at approximately half-way through each time-period. In return for their participation, organisations would receive a generalized report in which the data would be compiled from all participating organisations. Winners for the small incentives were drawn at random and contacted with their provided email addresses.

Analysis

Exploratory Factor Analyses

First, exploratory factor analyses were performed for all scales in the questionnaire. Principal axis factoring with a direct oblimin rotation method was used in SPSS. As a criterion for factor inclusion, those factors that had an eigenvalue greater than 1 were retained. In addition, items were retained within factors that loaded .40 or higher on the expected factor.

The empowering leadership scale loaded, as expected, on two factors; one pertaining to Coaching and the other pertaining to Participative Decision Making. The first factor explained 51.3% of the variance and the second factor explained 9.2%. However, the two factors were highly correlated ($r=.75$). Taken together with the contemporary view that Kaiser's Normalisation criterion tend to over extract factors, these findings support the decision to rerun the factor analysis with a stipulated single factor. All items had factor loadings above .40, and were therefore retained for further analysis as a single predictor variable of Empowering Leadership (EMP) (See Appendix C, Table 8)

The factor analysis for the prevention subscale (PREV) resulted in two factors with an Eigenvalue greater than 1. Items 3 and 4 were removed, resulting in a single factor structure. The final factor analysis table for the PREV subscale can be found in Appendix C Table 10. The original PREV subscale contained in the Work Regulatory Focus Scale (Akhtar & Lee, 2014), discussed prevention focus to consist of three elements. Items pertaining to "losses" and "security" are based on reducing negative consequences, while items pertaining to "oughts" are based on fulfilling predetermined responsibilities. The items removed (items 3 and 4) belonged to the "oughts" element of prevention focus.

The promotion focus (PROM) factor analysis resulted in two underlying factors. Item 1 was removed due to not meeting the 0.4 cut-off. However, the two factors were found to be moderately correlated $r = .55$. Further examination of the scree plot showed the point of inflexion to rest at Factor 2, and the variance explained by the second factor was 9.26%, compared with 48.8% for the first factor. The tendency for over extraction by Kaiser normalization was again taken with these facts to support the decision to repeat the factor analysis with a fixed single factor.

Factor analysis for the five dimensions of job crafting showed, as expected, five distinct factors; one each pertaining to increasing challenging job demands, increasing social resources, increasing quantitative demands, decreasing social demands, and decreasing hindering job demands (see Appendix C, Tables 11-15). The increasing challenging job demands subscale explained 49.6% of variance, the increasing social resources subscale explained 58.4% of variance, the decreasing social demands subscale explained 61.6% of variance, and the decreasing hindering demands subscale explained 47.6% of variance respectively. Factor analysis of the increasing quantitative demands subscale showed no factors able to be extracted. Item 3 showed a low factor loading when retained and had similar wording to items present on the increasing social resources subscale. Thus, item 3 was removed from further analysis.

Descriptive Statistics and Intercorrelations

Following EFAs, composite indices for each variable were created for each measure by calculating the average response ratings of each scale. Descriptive statistics for each variable, including means, standard deviations, bivariate correlations, and Cronbach's alphas, are displayed in Table 1. All dimensions of job crafting were positively related to empowering leadership excluding decreasing social demands. Increasing challenging demands and decreasing hindering demands had significant positive relationships with promotion focus, indicating that high levels of promotion focus were associated with higher levels of these job crafting behaviours. Increasing quantitative demands and increasing social resources also had positive relationships with promotion focus, with the one exception being decreasing social resources. Furthermore, increasing quantitative demands, decreasing social demands, and decreasing hindering demands were all positively related to prevention focus. Notably, decreasing social demands and decreasing hindering demands' positive relationships with prevention focus were significant, signalling that

high levels of prevention focus were associated with higher levels of these behaviours (see Table 2).

Table 2. Descriptive Statistics and Pearson's Correlation Matrix

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8
1. Empowering Leadership	3.56	.76	(.96)							
2. Promotion Focus	3.38	.79	.09	(.87)						
3. Prevention Focus	3.65	.76	.05	.18*	(.83)					
4. JC – InCh	3.81	.64	.16	.28**	-.09	(.77)				
5. JC – InQuant	4.17	.82	.31**	.04	.04	.17*	(.71)			
6. JC – InSoc	3.09	.88	.16	.05	-.14	.22**	.13	(.79)		
7. JC – DeSoc	2.50	.89	.00	-.05	.31**	-.15	.00	.09	(.79)	
8. JC – DeHind	3.40	.92	.12	.24**	.40**	-.14	.16	.07	.31**	(.64)

Note. ** Significant at $p=0.01$. * Significant at $p=0.05$. Cronbach's alpha coefficients are shown in parentheses. JC = Job Crafting. JC-InCh = Increasing Challenging Demands. JC-Quant = Increasing Quantitative Demands. JC-InSoc = Increasing Social Resources. JC-DeSoc = Decreasing Social Demands. JC-DeHind = Decreasing Hindering Job Demands

Hypothesis Testing

Moderated multiple regression analyses were conducted to test the hypotheses. Empowering leadership and regulatory foci were mean centred and multiplied to create interaction terms. Both two-way and three-way interaction terms were computed. The two regulatory foci and empowering leadership were included in the first step. The second step included these variables and the interaction terms for both regulatory foci, and each regulatory foci and empowering leadership (e.g. promotion*prevention, promotion*empowering leadership, prevention*empowering leadership). Finally, predictors from steps 1 and 2, along with a three-way interaction term (e.g. promotion*prevention*empowering leadership) were included in the third step. Significant two and three-way interactions were then plotted using unstandardized regression coefficients, and significant slope differences were calculated.

Main Effects

Table 3 illustrates the results of regression analyses conducted to test the hypotheses pertaining to the main effects, and the independent and joint effects of promotion and prevention foci on the relationship between workplace resources and the five job crafting dimensions. With regards to the main effects, empowering leadership was positively and significantly associated with, increasing quantitative demands ($B = .39, p < .01$), but not significantly associated with increasing social resources, decreasing social demands, and decreasing hindering demands. Increasing challenging demands ($B = .15, p < .10$) was found to be significantly associated with empowering leadership at a less strict p-value criterion of .10, which is worthy of note. These findings provide partial support for H1 and suggest that employees who experienced more empowering leadership by their managers engaged in behaviours directed at acquiring new resources.

In addition, employees with a promotion focus engaged in more frequent behaviours directed at increasing challenging job demands ($B = .28, p < .01$), in partial support of H2a. Furthermore, employees with a prevention focus engaged in more frequent behaviours directed at decreasing social job demands ($B = .37, p < .01$) and decreasing hindering job demands ($B = .44, p < .01$), in support of H3a.

Table 3. Summary of Regression Analyses for Interactions Between Empowering Leadership, Regulatory Focus, and Increasing Challenging Demands (N = 145)

<i>Step</i>	<i>Predictors</i>	<i>B</i>	<i>SE</i>	<i>CI of B (95%)</i>	
				<i>Lower</i>	<i>Upper</i>
1	EMP	.14 [†]	.07	-.01	.28
	R²	.03			
2	EMP	.12 [†]	.07	-.02	.25
	PROM	.24**	.07	.11	.37
	PREV	-.12 [†]	.07	-.26	.02
	R²	.12			
3	EMP	.11	.07	-.03	.26
	PROM	.26**	.07	.13	.39
	PREV	-.13 [†]	.07	-.27	.01
	EMP*PROM	-.12	.09	-.29	.05
	EMP*PREV	-.05	.10	-.24	.14
	Total R²	.14			
4	EMP	.15 [†]	.08	.00	.30
	PROM	.28**	.07	.15	.42
	PREV	-.10	.10	-.24	.04
	EMP*PROM	-.07	.09	-.25	.10
	EMP*PREV	-.04	.13	-.22	.15
	PROM*PREV*EMP	-.22 [†]	.13	-.47	.03
	Total R²	.16			

*Note: N=145. CI = confidence intervals (95%); PROM = promotion focus; PREV = prevention focus; EMP = Empowering leadership. * $p < .05$ (two-tailed). ** $p < .01$ (two-tailed). [†] $p < .10$ (two-tailed.)*

Table 4. Summary of Regression Analyses for Interactions Between Empowering Leadership, Regulatory Focus, and Increasing Quantitative Demands (N = 145)

Step	Predictors	B	SE	CI of B (95%)	
				Lower	Upper
1	EMP	.35**	.09	.17	.52
	R²	.10			
2	EMP	.34**	.17	.17	.52
	PROM	-.01	.10	-.18	.17
	PREV	.04	.09	-.14	.23
	R²	.10			
3	EMP	.39**	.10	.20	.58
	PROM	.05	.09	-.22	.13
	PREV	.05	.09	-.13	.23
	EMP*PROM	.28*	.11	.06	.50
	EMP*PREV	-.02	.12	-.27	.22
	R²	.14			
4	EMP	.39**	.10	.20	.59
	PROM	-.05	.09	-.23	.13
	PREV	.05	.10	.13	.24
	EMP*PROM	.28*	.09	.05	.51
	EMP*PREV	-.02	.13	-.27	.22
	PROM*PREV*EMP	-.03	.13	-.47	.03
	R²	.14			

*Note: N=145. CI = confidence intervals (95%); PROM = promotion focus; PREV = prevention focus; EMP = Empowering leadership. * $p < .05$ (two-tailed). ** $p < .01$ (two-tailed). † $p < .10$ (two-tailed.)*

Table 5. Summary of Regression Analyses for Interactions Between Empowering Leadership, Regulatory Focus, and Increasing Social Resources (N = 145)

Step	Predictors	B	SE	CI of B (95%)	
				Lower	Upper
1	EMP	.18 [†]	.10	-.02	.38
	R²	.02			
2	EMP	.18 [†]	.10	-.02	.38
	PROM	.10	.10	-.10	.29
	PREV	-.20*	.10	-.40	.08
	R²	.06			
3	EMP	.19 [†]	.11	-.02	.40
	PROM	.08	.10	-.12	.27
	PREV	-.20 [†]	.10	-.40	.01
	EMP*PROM	.13	.13	-.11	.38
	EMP*PREV	-.02	.12	.25	.29
	R²	.07			
4	EMP	.22*	.11	.09	.44
	PROM	.09	.10	.11	.29
	PREV	-.17	.11	-.38	.04
	EMP*PROM	.17	.13	-.09	.42
	EMP*PREV	.03	.14	-.24	.30
	PROM*PREV*EMP	-.16	.18	-.55	.18
	R²	.07			

*Note: N=145. CI = confidence intervals (95%); PROM = promotion focus; PREV = prevention focus; EMP = Empowering leadership. * p < .05 (two-tailed). ** p < .01 (two-tailed). † p < .10 (two-tailed.)*

Table 6. Summary of Regression Analyses for Interactions Between Empowering Leadership, Regulatory Focus, and Decreasing Social Demands (N = 145)

Step	Predictors	B	SE	CI of B (95%)	
				Lower	Upper
1	EMP	-.01	.10	-.21	.19
	R²	.00			
2	EMP	-.02	.10	-.26	.17
	PROM	.12	.09	-.30	.06
	PREV	.39**	.10	.20	.58
	R²	.11			
3	EMP	-.06	.10	-.26	.14
	PROM	.12	.09	.30	.07
	PREV	.40**	.10	.21	.60
	EMP*PROM	.03	.12	-.20	.26
	EMP*PREV	.21	.13	-.05	.47
	R²	.13			
4	EMP	-.10	.11	-.30	.11
	PROM	-.14	.09	-.33	.05
	PREV	.37**	.10	.18	.57
	EMP*PROM	-.02	.12	-.26	.22
	EMP*PREV	.19	.13	-.07	.45
	PROM*PREV*EMP	.30	.18	-.11	.58
	Total R²	.14			

*Note: N=145. CI = confidence intervals (95%); PROM = promotion focus; PREV = prevention focus; EMP = Empowering leadership. * $p < .05$ (two-tailed). ** $p < .01$ (two-tailed). † $p < .10$ (two-tailed.)*

Table 7. Summary of Regression Analyses for Interactions Between Empowering Leadership, Regulatory Focus, and Decreasing Hindering Demands (N = 145)

Step	Predictors	B	SE	CI of B (95%)	
				Lower	Upper
1	EMP	.15	.10	-.05	.35
	R²	.02			
2	EMP	.11	.09	.07	.30
	PROM	.20*	.09	.02	.38
	PREV	.41**	.10	.22	.60
	R²	.19			
3	EMP	.13	.10	-.07	.33
	PROM	.18	.09	.00	.37
	PREV	.41**	.10	.22	.61
	EMP*PROM	.12	.12	-.11	.36
	EMP*PREV	.10	.13	-.25	.27
	Total R²	.20			
4	EMP	.16	.10	-.04	.37
	PROM	.20*	.09	.01	.37
	PREV	.44**	.10	.25	.64
	EMP*PROM	.17	.12	-.07	.41
	EMP*PREV	.03	.13	.23	.29
	PROM*PREV*EMP	-.22	.17	-.58	.13
	Total R²	.20			

*Note: N=145. CI = confidence intervals (95%); PROM = promotion focus; PREV = prevention focus; EMP = Empowering leadership. * $p < .05$ (two-tailed). ** $p < .01$ (two-tailed). † $p < .10$ (two-tailed.)*

Two Way Interactions

A significant two-way interaction was identified between promotion focus and empowering leadership ($B = .28, p < .05$), predicting increasing quantitative demands. At low levels of empowering leadership, individuals with low promotion focus reported higher levels of increasing quantitative job demands compared with high promotion focus. Yet, at high levels of empowering leadership, high promotion focus was associated with higher levels of increasing quantitative job demands than low promotion focus (see Figure 1).

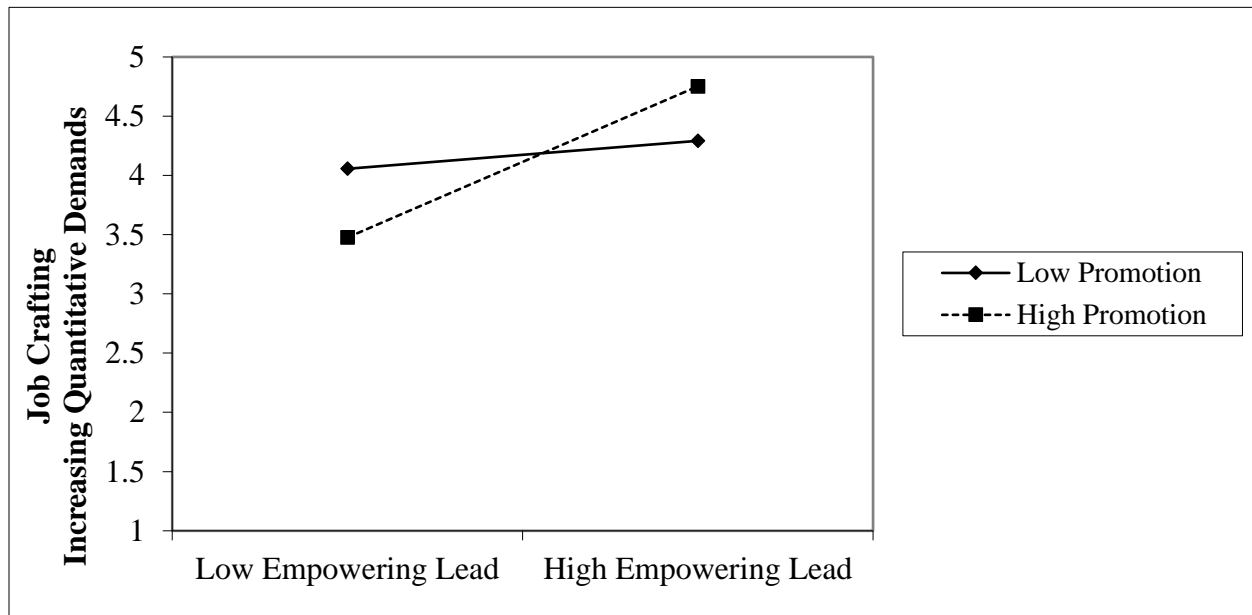


Figure 1. Interaction between empowering leadership and promotion focus predicting increasing quantitative job demands.

Three Way Interactions

No significant three-way interactions were found at $p < .05$ for the relationships between promotion focus, prevention focus, and empowering leadership and any of the five job crafting dimensions. However, under the less strict criterion of $p < .10$, the two regulatory foci and empowering leadership interacted to predict increasing challenging job demands ($B = -.22$, $p < .10$). Taking into account the limitations in statistical power that small sample sizes tend to present, it was therefore reasonable to further examine the present dataset using a post hoc probing technique (Dawson & Richter, 2006). Thus, following the procedures as set out by Dawson and Richter, three-way interactions were plotted using unstandardized regression coefficients. From these, significant slope differences were considered.

Firstly, a significant slope difference was found between promotion focus, prevention focus and empowering leadership on increasing challenging job demands (Pair 1-2; $t = -2.17$, $p < .05$) (see Figure 3). At high levels of empowering leadership, employees with a high prevention/high promotion profile and a high prevention/low promotion profile did not differ in their frequency with which they engaged in behaviours aimed at increasing challenging job demands. In contrast, at low levels of empowering leadership, employees with a high prevention/high promotion profile engaged in significantly greater efforts to increase challenging job demands than employees with a high prevention/low promotion profile.

Another significant slope difference was found in the same interaction, between the high prevention/high promotion and low prevention/high promotion profiles (Pair 1-3; $t = -1.66$, $p < .05$). At low levels of empowering leadership, both employees with a high prevention/high promotion profile and low prevention/high promotion profile did not differ significantly in levels of increasing challenging job demands. However, at high levels of empowering leadership,

employees with the low prevention/high promotion profile reported significantly higher levels of increasing challenging job demands than employees with a high prevention/high promotion profile. Moreover, employees with a low prevention/high promotion profile reported the highest frequency of behaviours aimed at increasing challenging job demands at higher levels of empowering leadership, while employees with a high prevention/low promotion profile reported the lowest frequency of these behaviours at lower levels of empowering leadership. Slope differences across the four regulatory profiles are displayed in Figure 3.

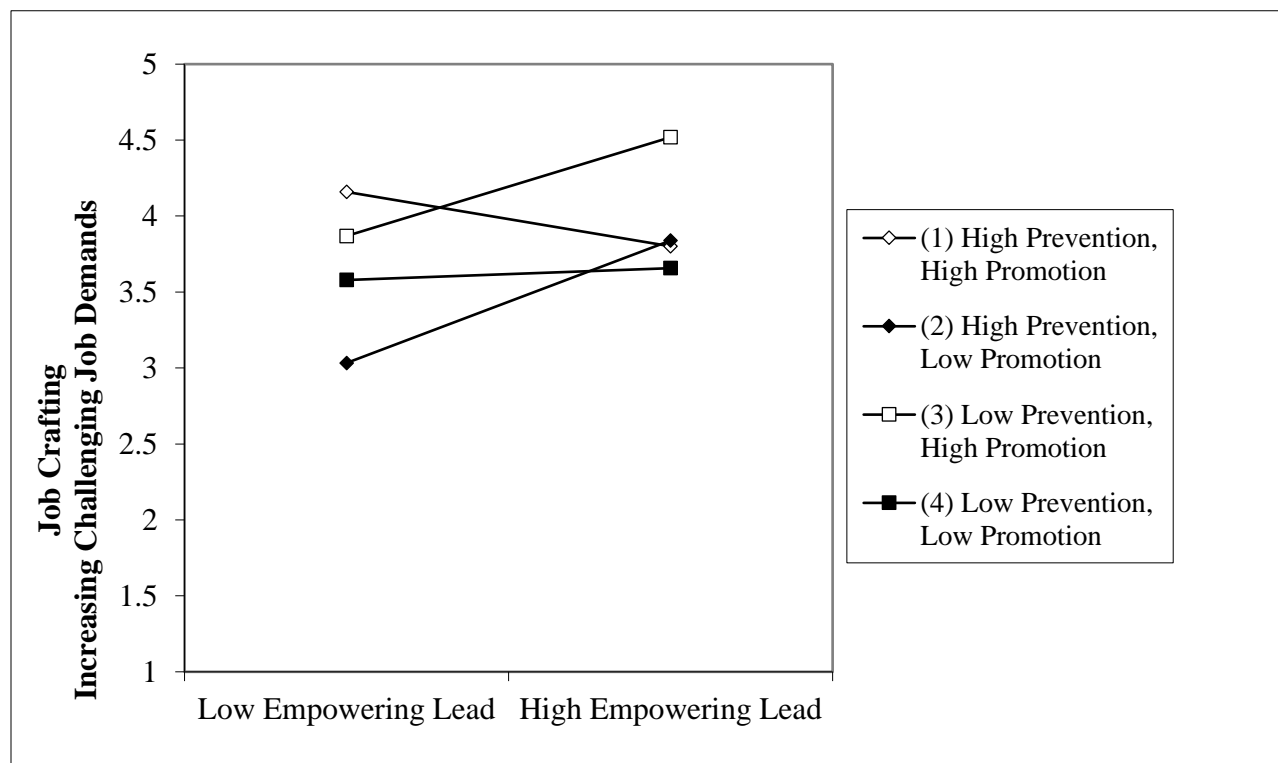


Figure 2 : Three-way interaction between empowering leadership, promotion focus and prevention focus predicting increasing challenging job demands .

The 3-way interaction for decreasing social demands is shown in Figure 4. A significant slope difference was identified between the high prevention/high promotion profile and the low

prevention/high promotion profile (Pair 1-3; $t = 2.05$, $p < .05$). At low levels of empowering leadership, employees with the high prevention/high promotion profile and the low prevention/high promotion profile did not significantly differ in levels of decreasing social demands. In contrast, at high levels of empowering leadership, employees with the high prevention/high promotion profile engaged in behaviours aimed at decreasing social demands to a significantly greater extent than employees with the low prevention/high promotion profile.

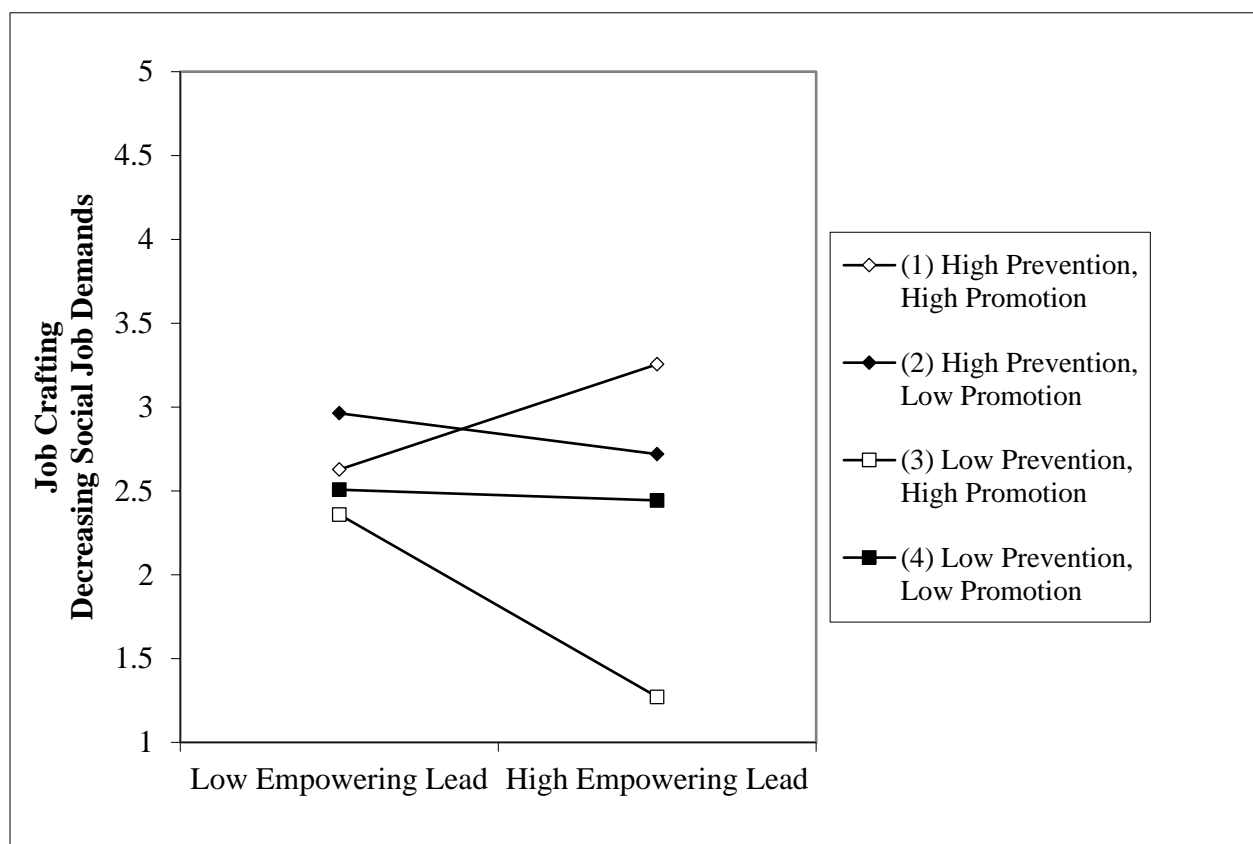


Figure 3: Three-way interaction between empowering leadership, prevention focus, and promotion focus predicting decreasing social job demands.

Although the three-way interaction between empowering leadership, prevention focus, and promotion focus on increasing quantitative demands was not statistically significant, the findings are shown in Figure 5. Two slope pairs were found to be significant at $p < .10$. At low levels of

empowering leadership, employees with a low promotion/high prevention profile reported higher levels of increasing quantitative demands than those with a high promotion /low prevention profile. However, at high levels of empowering leadership, employees with a high prevention/high promotion profile reported higher levels of increasing quantitative demands (Pair 2-3; $t = -1.74$, $p < .10$). Also shown in Figure 5 is a similar interaction. At low levels of empowering leadership, employees with a low prevention/low promotion profile show higher levels of increasing quantitative demands than those with a high prevention/high promotion profile (Pair 1&4; $t = 1.71$, $p < .10$). However, at high levels of empowering leadership, employees with a high prevention/high promotion profile showed significantly higher levels of increasing quantitative demands.

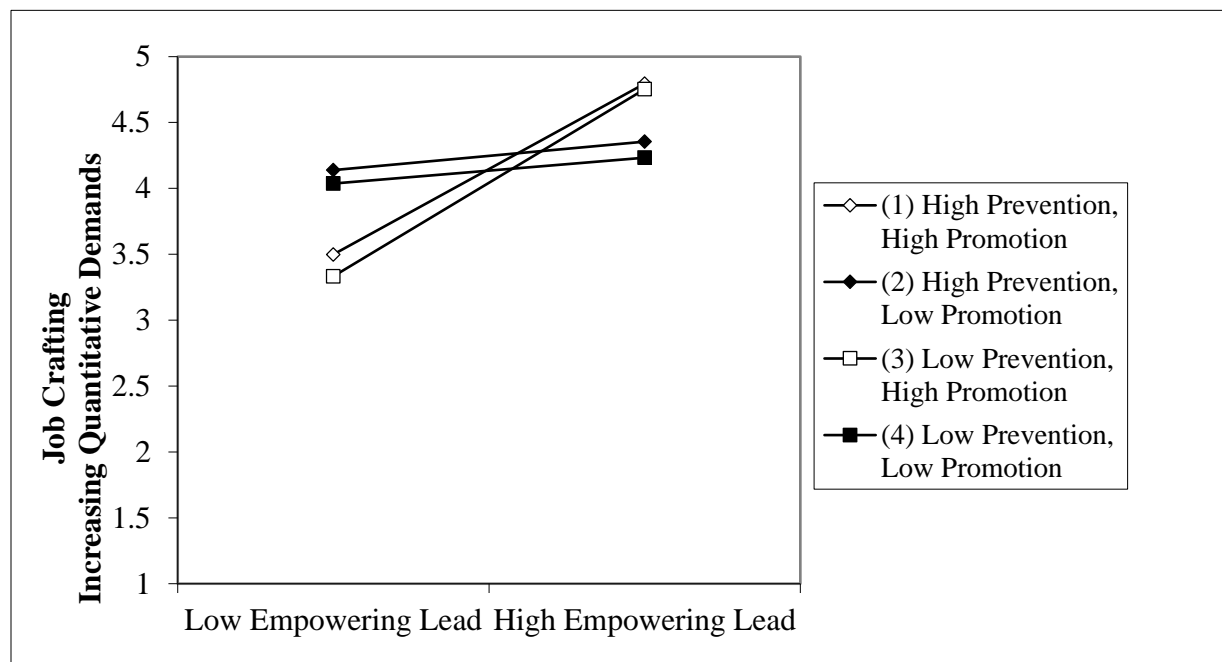


Figure 4: Three-way interaction between empowering leadership, promotion focus and prevention focus predicting increasing quantitative job demands.

Discussion

Increasingly unpredictable working conditions prompted by rapid technological innovations and global competition stimulate organisational focus on flexibility, teamwork, interdependency, growth, and innovation (Sekiguchi, Li, & Hosomi, 2017). Job crafting represents an application of job design theory that adapts to these transformations in the work environment and highlights the benefits of fostering employee proactive behaviours (Cullinane, Bosak, Flood, & Demerouti, 2017). By proactively initiating changes in their job, employees attempt to improve fit with their personal needs and abilities, thereby making their job more personally satisfying, engaging, and meaningful (Sekiguchi et al., 2017; Tims et al., 2014; Wrzeniewski & Dutton, 2001). Due to the significance and positive outcomes of job crafting for both employees and organizations, its applications across a range of sectors is becoming increasingly relevant. Understanding the predictors of job crafting enables managers and other change agents to better foster and support job crafting behaviours.

The primary aims of the present study were to 1) understand how an important workplace resource – empowering leadership – relates to job crafting behaviours, and 2) explore the role of regulatory focus on job crafting, along with its interplay with empowering leadership. In line with JD-R and COR theories, it was predicted that higher levels of empowering leadership would enable employees to enact proactive behaviours, and that specific regulatory profiles would enhance the effect of empowering leadership as a work resource on job crafting behaviours.

Previous research suggested empowering leadership has a significant influence on proactive behaviours, given its specific aim of encouraging people to take charge of their own work activities (Ahearne et al., 2005). The results of this study indicated that empowering leadership was significantly associated with job crafting, but only with the degree to which workers

engaged in behaviours aimed at increasing quantitative demands, i.e., sought additional tasks. Moreover, when regulatory foci were added as predictors, the unique influence of specific regulatory profiles on other forms of crafting was highlighted. Examples include the influence of both promotion and prevention foci on increasing challenging demands, the role of promotion focus on increasing quantitative demands, and the role of prevention focus on decreasing social demands. These findings indicate an important association between work resources such as leadership and job crafting behaviours and suggest regulatory focus as an important psychological mechanism worthy of further scholarly attention.

With regards to the interactions, at low levels of empowering leadership, employees with a low promotion focus showed a significantly greater tendency to increase their quantitative job demands compared with high promotion focus employees. However, at high levels of empowering leadership, employees with a high promotion focus showed significantly higher levels of increasing quantitative job demands compared with individuals with a low promotion focus. This indicates that, when empowering leadership is available, employees with high promotion focus are provided with resources allowing them to focus on goals orientated towards growth and development. That is, they may view taking on additional tasks and offering help to colleagues as opportunities to self-enhance, rather than as inhibitors, compared with low-promotion-focused individuals (Petrou & Demerouti, 2015; Zhang & Zhou, 2014). Further, as hypothesised, employees with a high prevention focus showed greater likelihood to enact behaviours aimed at decreasing social job demands at high levels of empowering leadership than those with low prevention focus. This may indicate that employees with a high prevention focus may utilise discretion in decision-making and self-management to proactively decrease social demands that

may pose a threat to the conservation of existing social networks (Kark & Van Djk, 2007; Li et al., 2014).

The literature suggests that regulatory focus is context-responsive, that it is possible for an individual to exhibit promotion and prevention foci simultaneously, and that different regulatory profiles have unique associations with workplace resources and outcomes (Kuntz et al., 2016; Petrou & Demerouti, 2016). These assumptions were supported in the present study, as the 3-way interactions showed that each of the regulatory profiles relate differently to each dimension of job crafting, based on the availability of empowering leadership.

Employees with a high promotion-high prevention profile display high levels of job crafting, across all dimensions, at low levels of empowering leadership, but especially at high levels of this resource. Consistent with previous research, this finding indicates that the combination of high promotion and high prevention focus may be prove the most beneficial for the recognition and utilisation of workplace resources towards positive outcomes, especially in the presence of empowering leadership (Bakker & Demerouti, 2007; Bakker et al., 2005; Brenninkmeijer et al., 2010; Higgins & Cornwell, 2016; Petrou & Demerouti, 2015). Individuals with a high promotion-high prevention profile display behaviours aimed at increasing the scope of their work responsibilities and at minimising interpersonal conflicts, even in the absence of support from the leader.

Theoretical and Practical Contributions

Firstly, the findings indicate that empowering leadership is especially beneficial to individuals with high promotion and prevention foci, stimulating crafting behaviours aimed at increasing scope of responsibilities. An explanation for this could be that heightened decision-

making discretion and self-reliance encouraged by coaching may signal the increasing the scope of one's responsibilities at work as beneficial for those with orientations towards growth and development (Petrou & Demerouti, 2015; Zhang & Bartol, 2014). Moreover, availability of decision-making discretion may serve to benefit those with high prevention focus, as individuals may perceive the opportunity to perfect work quality and productivity as beneficial for protecting against resource depletion (Halbesleben et al., 2014).

Secondly, individuals with a high promotion-high prevention profile display significantly higher levels of behaviours aimed at decreasing social demands than those with a high promotion-low prevention focus. With respect to this form of crafting, individuals with a high prevention focus may utilise decision-making discretion and autonomy to proactively decrease stressful interpersonal connections that may pose as threatening to wellbeing (Bakker et al., 2005).

Overall, the results offer support for the existence of regulatory profiles and their associations with organisational resources and outcomes (Higgins & Cornwell, 2016; Kuntz et al., 2017; Petrou & Demerouti, 2015). To the extent that regulatory foci can be developed at work, organisations may stand to gain from stimulating both promotion and prevention foci among employees to foster job crafting behaviours. In line with JD-R and COR theories, this can be accomplished through allowance of decision-making discretion, feedback provision, and other cues (e.g. cultural norms) that emphasise the value contained in behaviours aimed at both resource generation and expansion, and behaviours aimed at resource conservation (Hagger, 2015; Halbesleben et al., 2014). The adoption of both regulatory foci increases the likelihood of individuals proactively displaying behaviours that are critical to the success of knowledge-intensive organisations, such as knowledge sharing, innovation, stress management, and risk management (Kuntz et al., 2017).

Another noteworthy result pertains to the susceptibility of the high-promotion-low prevention profile to resource availability. At higher levels of empowering leadership, employees with a high promotion-low prevention profile show high levels of behaviours aimed at increasing work complexity, even compared with those with a high promotion-high prevention focus. While there is little empirical evidence investigating regulatory profiles, this finding is not wholly surprising. Individuals with a high-promotion-low prevention focus may not be able to recognise sufficient benefit in increasing work complexity in the absence of coaching and decision-making resources and lack the prevention focus that may buffer against resource depletion. However, at high levels of empowering leadership, employees may instead realise growth and developmental benefits of increasing work complexity.

This effect is further highlighted in relation to the job crafting outcome of increasing quantitative demands. At low levels of empowering leadership, employees with a high-promotion-low prevention profile display higher levels of behaviours directed at increasing quantitative job demands than those with a low-promotion-high-prevention profile. However, the former showed a significant increase at high levels of empowering leadership. This finding suggests that, in the absence of resources that allow for decision-making discretion and self-driven goal-setting, those with high promotion focus and low prevention focus may be less able to recognise increasing of workload as a strategy where they are able to gain in terms of development and achievement of aspirations (Halbesleben et al., 2014; Petrou & Demerouti, 2015). Instead, these individuals may view increased workload as wasted energy, or as a hindrance with no added benefit (Bakker et al., 2005). However, in the context of rich access to resources, a high promotion-low prevention focus may benefit, as self-reliant behaviours towards goal achievement encouraged by coaching may

signal growth and development opportunities that may be present in proactively increasing scope of responsibilities.

Within the same interaction, individuals with a low-promotion-high-prevention focus show high levels of behaviours directed towards increasing quantitative demands, irrespective of levels of empowering leadership. This suggests that employees with a high prevention focus and low promotion focus may construe increasing scope of work responsibilities as beneficial for loss aversion, as they are driven by security motives, even when resources are scarce.

Limitations and Directions for Future Research

The present study offers multiple contributions to research and organisational practice. However, it also holds several limitations that must be addressed in future studies. Firstly, the sample size of the current study ($N=145$) hindered the detection of significant effects among the variables of interest, given the number of interaction terms investigated. However, the sole use of the alpha significance testing criterion for analysis has been widely criticised in psychological research, mainly due to its often-subjective interpretations and lack of control of Beta error possibilities (Cohen, 1990). Instead, the results of the present study should be interpreted in terms of statistical power, where sample size (N), significance criterion (α), population effect size (ES) are considered (Cohen, 1992). Using these parameters allows for reliable assessment of deviation of the research hypothesis from the null hypothesis in an underlying population, as opposed to sole consideration of the alpha significance criterion (Cohen, 1992). Future research concerning the interaction of promotion and prevention foci should be conducted with larger sample sizes to allow for decreased possibility of Beta error occurrences (i.e., failure to detect effects) (Bartlett, Kotrlik, & Higgins, 2001).

A second limitation is the reliance of this study on self-report measures. There are several potential issues in the use of self-reported data. Particularly, socially desirable responding urges caution in interpretation of findings (Donaldson & Grant-Vallone, 2002). Social desirability bias refers to the potential of individuals to respond in a manner that they perceive will present them in a more positive light. For example, this may occur when an individual believes the behaviours they report to be more socially acceptable (e.g. taking on extra tasks at work), instead of answering their true task strategies or job crafting behaviours (De Jong, Pieters, & Fox, 2010). However, the present study did attempt to minimise risk of social desirability bias through making the study anonymous and relaying this information to participants. Research suggests individuals tend to respond with more honesty when their identity has been concealed (Podsakoff et al., 2003). Furthermore, while single-rater self-report measures may skew self-assessments of behaviour and perceptions of resource availability, it is the most appropriate way to measure individual regulatory focus, perceptions of resource availability and to examine whether these influence important behavioural outcomes (Spector, 2006). Future studies may look to measure employee job crafting from the perspective of the supervisor as a differential data source, to mitigate some of these issues.

Finally, the cross-sectional design of this study does allow causality to be determined, or for resource trajectories and their influence on job crafting behaviours to be accounted for. Resources fluctuate over time according to gains and loss cycles (Halbesleben, 2014), thus the level of resource availability experienced by an employee may fluctuate depending on what stage of a project that an employee is in. Given that empowering leadership directly encourages eager task strategies that are more associated with prevention focus, future research may incorporate resources directly encouraging of resource conservation (i.e. prevention focus), to explore this interplay further. Moreover, the process of job crafting is dynamic, rather than a single-time event

(Berg et al., 2013), and regulatory focus may deviate from trait-level according to context and time (Petrou & Demerouti, 2015). Future studies could utilise longitudinal designs to explore trajectories and potential patterns across time when examining the unique interplay of resources, regulatory focus and job crafting to further establish validity (Berg et al., 2013).

Conclusion

The present study sought to understand how employee job crafting – conceptualised as the self-initiated actions of employees to customize their work environment (Wrzeniewski & Dutton, 2001) – can be facilitated by organisations through empowering leadership. This study also aimed to understand how individual differences in regulatory focus influenced in job crafting behaviours. The study found that the relationship between empowering leadership, regulatory focus, and dimensions of job crafting is highly complex. The findings suggest that regulatory focus may be better understood in terms of joint promotion and prevention profiles, as individuals with different regulatory profiles showed to be uniquely susceptible to the availability and absence of empowering leadership in relation to job crafting outcomes. Employees with high promotion-high prevention focus, despite, being inherently highly motivated, benefit from the availability of empowering leadership with respect to job crafting outcomes. Conversely, employees with a high promotion-low prevention profile display greater change across all dimensions of job crafting dependent on level of available resources. The findings of the current study add to extant job crafting literature by examining how the interplay of regulatory profiles and leadership influence these proactive behaviours. The findings provide guidance to knowledge-intensive organisations and highlight how to effectively allocate appropriate leadership resources and encourage the value of their utilisation for optimal employee outcomes. Overall, to understand what motivates

employees to engage in job crafting, both organisational and individual factors must be taken into consideration.

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Appendix A - Information Sheet and Consent Form for Participants

Department of Psychology

Email: sian.goodall@pg.canterbury.ac.nz



My name is Sian Goodall and I am a Master of Science student at the University of Canterbury. I am conducting research investigating how work characteristics influence an individual's ability to make decisions about how they utilize opportunities to customize their job (by means of actively changing their tasks and interactions with others at work).

If you decide to participate in this research, you will be asked to complete an online questionnaire. **The questionnaire will take approximately 15 minutes to complete.**

Participation is anonymous and completely voluntary, and you have the right to withdraw at any stage by exiting the browser window.

If you complete the survey in its entirety, you have the opportunity to be in a draw to win one of five \$200 supermarket vouchers. To ensure response anonymity, you will be directed to a separate page from the survey to provide your email address, which cannot be traced back to your responses.

No identifiable information (e.g. name, organisation) will be asked for in the questionnaire. Individuals and specific organizations will not be identified. Any information provided back to the organization will be in the form of a generalised report only. Data collected will be stored on password-protected computers at the University of Canterbury, and will not be accessible to anyone but myself, my senior supervisor Dr Joana Kuntz, and my secondary supervisor Professor Katharina Näswall.

The results of this study may be published in an academic journal (Master's theses are public documents available through the University of Canterbury library database) or submitted to academic conferences, however any data gathered during this research will be kept completely anonymous.

This research is being conducted as a requirement for the Master of Science degree specialising in Applied Psychology by Sian Goodall under the direct supervision of Dr Joana Kuntz, who can be contacted at joana.kuntz@canterbury.ac.nz. She will be happy to discuss any concerns you may have about participating in this research.

This project has been reviewed and approved by the University of Canterbury Human Ethics Committee, and participants should address any complaints to The Chair, Human Ethics Committee, University of Canterbury, Private Bag 4800, Christchurch (human-ethics@canterbury.ac.nz).

If you agree to participate in this research, your consent will be gathered by the completion and submission of the questionnaire.

Appendix B: Full Questionnaire

Empowering Leadership

Participative Decision-Making

My manager...

- 1) Encourages work group members to express ideas/suggestions
- 2) Listens to my work group's ideas and suggestions
- 3) Uses my work group's suggestions to make decisions that affect us
- 4) Gives all work group members a chance to voice their opinions
- 5) Considers my work group's ideas when he/she disagrees with them
- 6) Makes decisions that are based only on his/her own ideas

Coaching

My manager...

- 1) Helps my work group see areas in which we need more training
- 2) Suggests ways to improve my work group's performance
- 3) Encourages work group members to solve problems together
- 4) Encourages work group members to exchange knowledge and information with others
- 5) Provides help to work group members
- 6) Teaches work group members how to solve problems on their own
- 7) Pays attention to my work group's efforts
- 8) Tells my work group when we perform well
- 9) Supports my work group's efforts
- 10) Helps my work group focus on our goals
- 11) Helps develop good relations among work group members
- 12) Explains rules and expectations to my work group
- 13) Explains his/her decisions and actions to my work group

Work Regulatory Focus Scale

- 1) I concentrate on completing my work tasks correctly to increase my job security.
- 2) At work I focus my attention on completing my assigned responsibilities.
- 3) Fulfilling my work duties is very important to me.
- 4) At work, I strive to live up to the responsibilities and duties given to me by others.
- 5) At work, I am often focused on accomplishing tasks that will support my need for security.
- 6) I do everything I can to avoid loss at work.
- 7) Job security is an important factor for me in any job search.
- 8) I focus my attention on avoiding failure at work.
- 9) I am very careful to avoid exposing myself to potential losses at work.

Promotion Focus

- 10) I take chances at work to maximize my goals for advancement.
- 11) I tend to take risks at work in order to achieve success.
- 12) If I had an opportunity to participate on a high-risk, high-reward project I would definitely take it.
- 13) If my job did not allow for advancement, I would likely find a new one.
- 14) A chance to grow is an important factor for me when looking for a job.
- 15) I focus on accomplishing job tasks that will further my advancement.
- 16) I spend a great deal of time envisioning how to fulfil my aspirations.
- 17) My work priorities are impacted by a clear picture of what I aspire to be.
- 18) At work, I am motivated by my hopes and aspirations.

Job Crafting Questionnaire*Increasing Challenging Job Demands*

- 1) I regularly take on extra tasks even though I do not receive extra salary for them
- 2) When a new task comes up, I sign up for it
- 3) When there is an opportunity to get involved, I seize it
- 4) When new methods are introduced, I am one of the first to hear about them and test them

Decreasing Social Job Demands

- 1) I try to avoid emotionally challenging situations with my customers.
- 2) I manage my work so that I get as little contact as possible with my colleagues whose problems affect me emotionally.
- 3) I manage my work so that I get as little contact as possible with my customers whose problems affect me emotionally.

Increasing Social Job Resources

- 1) I ask for feedback on my performance from my customers.
- 2) I ask for feedback on my performance from my colleagues.
- 3) I ask my supervisor whether s/he is satisfied with the work I do.

Increasing Quantitative Job Demands

- 1) When there isn't much to do, I offer my help to colleagues.
- 2) When there isn't much to do, I see it as an opportunity to do things that need to be done (e.g. tidying up).
- 3) I ask colleagues for their advice.

Decreasing Hindering Job Demands

- 1) I ensure that my work is the least burdening/straining.
- 2) I organize my work so that I don't get too stressed out.

Appendix C – Factor Analysis Tables 1-8*Table 8. Factor Loadings and Communalities of the ELQ scale*

Item	Factor		h ²
	1	2	
1. My manager encourages work group members to express ideas/suggestions.	.810	.094	.664
2. My manager listens to my work group's ideas and suggestions.	.830	.386	.837
3. My manager uses my work group's suggestions to make decisions that affect us.	.799	.203	.680
4. My manager gives all work group members a chance to voice their opinions.	.775	.223	.651
5. My manager considers my work group's ideas when he/she disagrees with them.	.768	.332	.700
6. My manager makes decisions that are based only on his/her ideas	.408	.208	.209
7. My manager helps my work group see areas in which we need more training.	.744	-.149	.576
8. My manager suggests ways to improve my work group's performance.	.725	-.281	.604
9. My manager encourages work group members to solve problems together.	.728	-.076	.536
10. My manager encourages work group members to exchange knowledge and information with others.	.825	-.086	.687
11. My manager provides help to work group members.	.826	-.061	.685
12. My manager teaches work group members how to solve problems on their own.	.682	-.312	.562
13. My manager pays attention to my work group's efforts.	.746	-.051	.559
14. My manager tells my work group when we perform well.	.828	-.096	.695
15. My manager supports my work group's efforts.	.792	.029	.628
16. My manager helps my work group focus on our goals.	.737	-.253	.607
17. My manager helps develop good relations among work group members.	.813	-.107	.672

Eigenvalue	1.09
Percent of variance (after extraction)	60.9%
Principal axis factoring, oblimin rotation, Kaiser Normalization	

Table 9. Factor Loadings and Communalities of the Promotion Subscale

Item	Factor 1	h ²
2. I tend to take risks at work in order to achieve success.	.423	.175
3. If I had an opportunity to participate on a high-risk, high-reward project I would definitely take it.	.577	.421
4. If my job did not allow for advancement, I would likely find a new one.	.712	.685
5. A chance to grow is an important factor for me when looking for a job.	.747	.674
6. I focus on accomplishing job tasks that will further my advancement.	.815	.636
7. I spend a great deal of time envisioning how to fulfil my aspirations.	.694	.547
8. My work priorities are impacted by a clear picture of what I aspire to be.	.658	.862
9. At work, I am motivated by my hopes and aspirations.	.774	.616
Eigenvalue	1.08	
Percent of variance (after extraction)	48.8%	
Principal axis factoring, oblimin rotation, Kaiser Normalization		

Table 10. Factor Loadings and Communalities of the Prevention Subscale

Item	Factor 1	h^2
1. I concentrate on completing my work tasks correctly to increase my job security.	.618	.382
2. At work I focus my attention on completing my assigned responsibilities.	.360	.130
5. At work, I am often focused on accomplishing tasks that will support my need for security.	.713	.508
6. I do everything I can to avoid loss at work.	.705	.497
7. Job security is an important factor for me in any job search.	.697	.485
8. I focus my attention on avoiding failure at work.	.726	.527
9. I am very careful to avoid exposing myself to potential losses at work.	.732	.536
Eigenvalue	3.5	
Percent of variance (after extraction)	43.7%	
Principal axis factoring, oblimin rotation, Kaiser Normalization		

Table 11. Factor Loadings and Communalities of the Increasing Challenging Demands Subscale

Item	Factor 1	h^2
1. I regularly take on extra tasks even though I do not receive extra salary for them.	.575	.331
2. When a new task comes up, I sign up for it	.846	.715
3. When there is an opportunity to get involved, I seize it.	.830	.689
4. When new methods are introduced, I am one of the first to hear about and test them.	.498	.248

Eigenvalue	2.4
Percent of variance (after extraction)	49.5%
Principal axis factoring, oblimin rotation, Kaiser Normalization	

Table 12. Factor Loadings and Communalities of the Increasing Quantitative Demands Subscale

Item	Factor 1	h ²
1. When there isn't much to do, I offer help to my colleagues.	.745	.331
2. When there isn't much to do, I see it as an opportunity to do things that need to be done.	.745	.715
Eigenvalue	1.6	
Percent of variance (after extraction)	55.5%	
Principal axis factoring, oblimin rotation, Kaiser Normalization		

Table 13. Factor Loadings and Communalities of the Increasing Social Resources Subscale

Item	Factor 1	h ²
1. I ask for feedback on my performance from my customers.	.624	.389
2. I ask for feedback on my performance from my colleagues.	.927	.859
3. I ask my supervisor whether he/she is satisfied with the work I do.	.711	.505

Eigenvalue	1.7
Percent of variance (after extraction)	58.4
Principal axis factoring, oblimin rotation, Kaiser Normalization	

Table 14. *Factor Loadings and Communalities of the Decreasing Social Demands Subscale*

Item	Factor 1	h ²
1. I try to avoid emotionally challenging situations with my customers.	.552	.305
2. I manage my work so that I get as little contact as possible with my colleagues whose problems affect me emotionally.	.799	.639
3. I manage my work so that I get as little contact as possible with my customers whose problems affect me emotionally.	.951	.904
Eigenvalue	1.8	
Percent of variance (after extraction)	61.6	
Principal axis factoring, oblimin rotation, Kaiser Normalization		

Table 15. *Factor Loadings and Communalities of the Decreasing Hindering Demands Subscale*

Item	Factor 1	h ²
1. I ensure that my work is the least straining/burdening that it can be.	.692	.479
2. I organize my work so that I don't get too stressed out.	.692	.639
Eigenvalue	1.4	
Percent of variance (after extraction)	47.9%	
Principal axis factoring, oblimin rotation, Kaiser Normalization		

